

PART III. REQUIRED FORMS

EIA Project Narrative

Name of Applicant or Unit Lead Teacher: June Sereque

Project Title: **Home Sweet Home**

In one sentence, summarize how your project will achieve the purpose of the EIA Grant program. **Home Sweet Home** will provide an interactive, investigative opportunity for students in grades K-5 to gain an appreciation of where they belong in the world as each grade level undertakes a unit of study beginning with our own school and moving into the world; students will participate in a yearlong school-wide study to discover their “place” in the world.

Briefly describe the students this project will serve. This project will serve 430 Title I students in grades K-5 students who have had little or no opportunities to explore locations around them or visit locations outside of our area. Over 70% of these students are from single parent homes and approximately 58 % are free/reduced lunch eligible.

State the goal(s) and performance objective(s) for the project. **Goal:** K-5 students will explore their environment from their school to their world to understand people, places, and interactions linking the past to the present. **Objective 1:** Eighty-five percent of students in K-5 will demonstrate knowledge of their world with 75% accuracy. **Objective 2:** Eighty-five percent of students will demonstrate knowledge of maps and map skills with 75% accuracy. **Objective 3:** Students in each grade level will share their knowledge of their world.

State how you will evaluate the progress made toward the stated objectives. A variety of methods will be used to evaluate progress. These will include rubrics, checklists, portfolios, video and audio documentation, teacher observations, and written evaluations. Data collected will guide remediation or enrichment.

State how the proposed project is aligned with curriculum standards. The goals and objectives are correlated with the South Carolina Curriculum Standards for Social Studies.

Explain why you chose each planned activity. Dorothy in the “Wizard of Oz” stated it best when she said, “There’s no place like home!” Our students will have the opportunity to explore all the places they call home through an interactive opportunity which will take place all year for K-5 students. Each six weeks 430 students will “move” through their world beginning at the school level and then moving out into the world. Kindergarten students will focus on their school in a unit called, “The ABC’s of School.” As kindergarten discovers their place in school, they will share with other students through their wonder and delight about every aspect of school such as who is Woody the Wildcat, who is our principal and what does she do, who are the people who help us at school, and what are the exciting things to be learned at school. First grade will compare and contrast life in families from the past to the present through a unit of study called, “In Our Own Backyard.” They will do interviews with members of their families and ask questions about their ancestors. Students will create a timeline of their lives and place pictures and important events to be displayed in the hallways. Students will share their family traditions and compare and contrast these with other students in the school who belong to different ethnic groups or religious groups. Students will create maps of their neighborhoods showing familiar routes they take each day. First grade students will present a program for other students and parents entitled, “We Are Family,” showing all the ways we are connected as one large family. Second graders will help the entire school explore local historical parts of our community and city. Students will investigate all the different people who have lived in our community beginning with Native American Indians and moving to the present. Students will visit historical locations in our community such as the Battle of Cowpens and help to celebrate Spartanburg’s 75th birthday by relishing in the past of our great city and showing how our

community has developed. Second graders will provide a musical program entitled, "A Dickens of a City," in which students will spotlight all of the wonderful things our city has to offer. Third graders will get us in a wonderful "State of Mine" as they help broaden our perspectives a bit farther as we look at the contributions that South Carolina has played in the past and continues to carry on to the present. Third graders will explore our beautiful state from the mountains to the sea and spotlight the physical characteristics of our state, economic development, our government, and symbols in our state. At the end of their six weeks of study, third graders will man learning stations and all classrooms in the school will travel through their classrooms to share in the wealth of knowledge about our state through their "State of Mine" day. Fourth graders will make us remember how proud we are to live in the United States when they embark on their unit of study called "Land of the Free." Students will research patriotic symbols, American heroes, and re-enact important events in America's history such as the Boston Tea Party, Civil War Battles such as the Battle of Bull Run, and learn patriotic songs. Fifth graders will launch our digital generation kids into the world as they create a unit of study called, "It's a Small, Small World." Students will investigate world powers, international connections, world economies, and key people in events that have shaped our world. Each grade level will share their learning with the entire school through learning stations, musical productions, dramas, puppet shows, or programs. Each grade will keep a scrapbook to spotlight their learning experiences. Each student will write in "Home Sweet Home Journals" to capture each six week's adventure. Parents, business people, community leaders, and government officials will be invited to the school to share the excitement. **Home Sweet Home** will afford our students with an opportunity to find their place in this vast, wonderful world without having to leave the comfort and safety of their own **Home Sweet Home**.

B. EIA Project Overview Charts

Goal, Objective, Activities/Strategies, Evaluation Measures, Alignment to Standards, and Timeline
For Individual and Unit Grant Applications

You must complete a chart for each objective.

Goal: : K-5 students will explore their environment from their school to their world to understand people, places, and interactions linking the past to the present.

Objective: 1. Eighty-five percent of K-5 students will demonstrate knowledge of their world with 75% accuracy.

Start Date– End Date	Activities to achieve Objective	Evaluation Data and Measures (evidence of accomplishment)	Identify Relevant Curriculum Standards
August 2006	*Supplies and materials will be ordered or purchased. *Volunteers to assemble journals, project “items” and home extension packets will be secured. *Social studies pretests will be given for each grade level *Dates for guest speakers, activities and projects, assessments, and grade level presentations will be scheduled.		
August 2006 – May 2007	*Implement “Home Sweet Home.”	*Projects, evaluations, student writing, rubrics, checklists, conferences.	
September 2006	*Kindergarten students will research information on their school. They will complete a variety of activities such as interviewing school personnel, writing ABC books, etc. A dramatic performance will be given for the student body and families.	*Teacher observation, digital and video records, completed projects.	SC Social Studies Academic Standards (Jan 2005) K-1.1 through K-2.3 Ex: “Identify people in the community and school who enforce the rules that keep people safe K-4.1 “Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism.”

November 2006	<p>*First grade students will research information on their families. They will complete a variety of activities such as interviewing family members and creating individual scrapbooks of information, creating family timelines, investigating in other cultures, creating classroom communities.</p>	<p>*Grade projects, evaluations, student writing, rubrics, checklists, conferences, questioning, teacher observation, digital and video records.</p> <p>*Data for evaluations will determine the need for remediation/enrichment.</p>	<p>SC Social Studies Academic Standards (Jan. 2005) 1-1 through 1-6.4</p> <p>Ex: Standard 1-1: "The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world."</p> <p>1-1.3 "Illustrate personal and family history on a time line."</p>
December 2006	<p>*Second grade students will research information on their community. They will take field trips "downtown," visit local library to learn history of our city, invite guest speakers such as the mayor to speak, create PowerPoint of the city's past and complete and present art projects. Their unit of study will lead to a musical production for the student body, parents, and city officials.</p>	<p>*Graded projects, evaluations, student writing, rubrics, checklists, conferences, questioning, teacher observation, digital and video records.</p> <p>*Data for evaluations will determine the need for remediation/enrichment.</p>	<p>SC Social Studies Academic Standards (Jan. 2005) 2-1.1 through 2.5.4</p> <p>Ex: Standard 2-2: "The student will demonstrate an understanding of the local community and the way it compares with other communities in the world."?</p> <p>2-2.3 "Summarize the roles of various workers in the community including those who hold government jobs there."</p>
February 2007	<p>*Third grade students will research the state of South Carolina. They will take "virtual" tours of SC on the computer, act out major historical events, decorate cakes to depict physical regions of SC and write legislators and other officials about key issues. They will provide learning stations for other students.</p>	<p>*Graded projects, evaluations, student writing, rubrics, checklists, conferences, questioning, teacher observation, digital and video records.</p> <p>*Data for evaluations will determine the need for remediation/enrichment.</p>	<p>SC Social Studies Academic Standards (Jan. 2005) 3-1.1 through 3-5.7</p> <p>Ex: Standard 3-1 "The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.</p> <p>Ex: 3-1.1 "Identify on a map the location and characteristics of significant physical features of SC, including landforms, rivers ..., major cities, and regions"</p>

March 2007	<p>*Fourth grade student will research our country. They will create their own physical maps, re-enact key historical events, create bottle biographies of important Americans, learn patriotic songs, and write ABC Books of America. They will present a musical drama about our country's past and present to the student body and parents.</p>	<p>*Grade projects, evaluations, student writing, rubrics, checklists, conferences, questioning, teacher observation, digital and video records.</p> <p>*Data for evaluations will determine the need for remediation/enrichment will be provided.</p>	<p>SC Social Studies Academic Standards (Jan. 2005) 4-1.1 through 4-6.6 Ex: Standard 4-1 "The student will demonstrate an understanding of the exploration of the New World." Ex: 4-6.3 "Summarize the roles and accomplishments of the leaders of the abolitionists movement and the Under Ground Railroad before and during the Civil War..."</p>
May 2007	<p>*Fifth grade students will research our world. They will complete many activities such as PowerPoint of World Powers, create timelines of world events, "visit" other cultures and discuss their influences on US, and write research papers. They will provide a video presentation for student body to view depicting key information about our world.</p> <p>*Social Studies posttest will be given. Journals and scrapbooks will be completed. (Scrapbooks will be placed in community office buildings.)</p>	<p>*Grade projects, evaluations, student writing, rubrics, checklists, conferences, questioning, teacher observation, digital and video records.</p> <p>*Data for evaluations will determine the need for remediation/enrichment will be provided.</p> <p>*Fall and spring data will be compared to determine the level of mastery.</p>	<p>SC Social Studies Academic Standards (Jan. 2005) 5-1.1 through 5-6.6 Ex: Standard 5-3 "The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power." Ex: (5-3.4) "Summarize the significance of large scale immigration and the contributions of immigrants to America in the early 1900's including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation."</p>

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You must complete a chart for each objective.

Goal: : K-5 students will explore their environment from their school to their world to understand people, places, and interactions linking the past to the present.

Objective: 2. Eighty-five percent of K-5 students will demonstrate knowledge of maps and map skills with 75% accuracy.

Start Date– End Date	Activities to achieve Objective	Evaluation Data and Measures (evidence of accomplishment)	Identify Relevant Curriculum Standards
August 2006	*Students will be given pretests on maps and map skills on their grade level.	*Information from pretests will be recorded.	
August 2006 – May 2007	*Students will complete a variety of hands on experiences throughout the school year to learn about maps and map skills such as creating physical maps with clay, games to practice map skills and making map puzzles.	*Complete projects will be graded. *Skill assessments will be given to determine mastery of maps and map skills. *Checklists and portfolios will be used to record data.	SC Social Studies Academic Standards (Jan. 2005) Kindergarten: K-5.1 thru K-5.4 Ex: “Identify the location of school, home, neighborhood, community, city, town, and state on a map.” (K-5.1) First Grade: 1-2.1 thru 1-2.2 Ex: “Identify a familiar area or neighborhood on a simple map using basic map symbols and the cardinal directions.” (1-2.1) Second Grade: 2-1.1 thru 2-2.5 Ex: “Recognize characteristics of the

			<p>local region, including its geographic features and natural resources.” (2-2.2)</p> <p>Third Grade: 3-1.1 thru 3-1.4 Ex: “Categorize the six geographic regions of SC...” (3-1.3)</p> <p>Fourth Grade: 4-5.1 thru 4-5.7 Ex: “Use a map to illustrate patterns of migration and trade during the period of westward expansion...” (4-5.5)</p> <p>Fifth Grade: 5-6.1 thru 5-6.6 Ex: “Identify examples of cultural exchange between the US and other countries that illustrate the importance of popular culture...” (5-6.4)</p>
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You must complete a chart for each objective.

Goal: K-5 students will explore their environment from their school to their world to understand people, places, and interactions linking the past to the present.

Objective: 3. Students in each grade level will share their knowledge of the world.

Start Date– End Date	Activities to achieve Objective	Evaluation Data and Measures (evidence of accomplishment)	Identify Relevant Curriculum Standards
August 2006	*Teachers will schedule dates for 6 presentations/celebrations for each 6 weeks. *Students will complete self surveys on their speaking/presentation skills. *Teachers will keep notes on individual progress.	*Calendar of events. *All surveys will be compared to spring surveys to determine student growth in presentation skills. *Notes kept by teachers will list specific needs for remediation.	SC Language Arts Standards (2002) Writing: W1 2.1 & 2 (PK-W2.1 thru W2.2) Ex: “Demonstrate the ability to use writing to explain and inform.” (2-w2.1) Ex: “Begin writing essays, reports, articles, and proposals. (5-W1.6.3)
August 2006 – May 2007	*Each grade level will present the information they have learned with the rest of the students and guests through plays, musicals, performances, puppetry, PowerPoints, oral reports, visual displays, etc.	*Teacher observation, checklists, rubric, video and digital records, scrapbook of presentations, complete student projects. *Completed student projects and reports will be used to highlight presentations.	Communication C1 (PK – C1.1 thru 5 C1.15) Ex: “Demonstrate the ability to participate in creative dramatics (1-C1.6) Ex: Demonstrate the ability to use visual aids, props and technology to support and extend his or her meaning and enhance his or her oral presentations (2-C1.10) Ex: “Begin using effective organizational strategies to prepare oral presentations.” (3-C1.13) Ex: “Demonstrate the ability to express and explain ideas orally with fluency and confidence.” (5-C1.15)

			<p>Research RS1 PK-RS1.1 – 5-RS3.2</p> <p>Ex: “Demonstrate the ability to ask how and why questions about a topic of interest.” (2-RS1.2)</p> <p>Ex: “Demonstrate the ability to use a variety of resources, including technology, to access information.” (5-RS2.1)</p> <p>Ex: “Demonstrate the ability to present his or her findings in a variety of formats.” (4-RS3.3)</p>